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ABSTRACT

To support school media centers and services in Iowa, guidelines for the development of district and Area Education Agency (AEA) media programs are proposed. The complementary roles and functional responsibilities of the school districts, the regional AEA's, the State Department of Public Instruction Media Program, and higher education in Iowa are distinguished. Recommendations are made for appropriate qualifications for district and area media directors and for minimum staffing patterns. Mandated production, acquisition, access, and delivery services are explained and specifications for appropriate media collections are proposed. A table displays square footage space recommendations for media centers. A 21-reference bibliography is included. (KB)

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Plan for Progress

...in the media center

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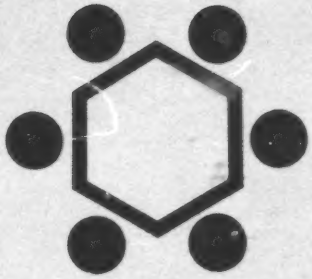
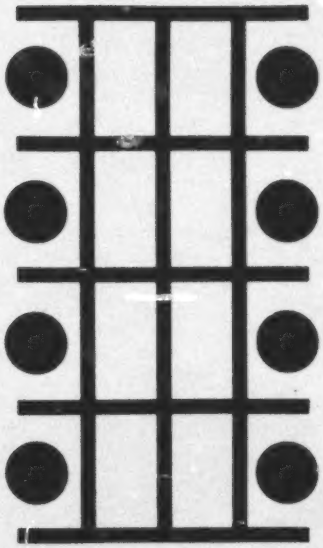


Preface

This handbook has been prepared by a special committee composed of school district and AEA (area education agency) administrators, media personnel and teachers, univeristy media personnel and Department of Public Instruction media and facilities personnel. Its purpose is to establish guidelines for the development of district and AEA media programs to support school media centers and services in Iowa.

A broad concept of services, personnel, equipment, materials and facilities coordination for district and AEA media programs has been outlined. This is the fourth publication in the *Plan for Progress in the Media Center* series. The previous publication–*Plan for Progress in the Media Center, K-6, Plan for Progress in the Media Center, 7-12,* and *Plan for Progress in the Media Center, Facilities,* in an easy-to-read format–provided guidelines for the further development of school media centers of Iowa. For related information, it is recommended that Area and District personnel use other titles in the *Plan for Progress* series, published by the Department of Public Instruction; *Media Programs, District and School* prepared jointly by the American Association of School Librarians and the Association for Educational Communication and Technology; and other sources cited in the bibliography.

Plan for Progress
...in the media center



STATE OF IOWA
DEPARTMENT OF PUBLIC INSTRUCTION

District and AEA

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Introduction

Like its predecessors in the *Plan for Progress* series, this publication aims to assist users in achieving that coordination of media services which will most effectively meet the learning needs of students today.

Media programs at all levels--building, district, area, state, and higher education--are responding to the concerns of society and to the developmental needs of school youth by assuming a more dominate role in the provision of processes, services, and resources for students and staffs. Primary efforts in the development of media programs should be at the building level. Today, however, the need for and potential of district media organization for accelerating and equalizing media services is growing; therefore, district services are expanding. To reinforce both building and district media programs the Iowa State Legislature has established fifteen Area Education Agency Media Centers.

These new thrusts at the district and area levels require increased interaction between media programs. This publication offers guidelines for the establishment of flexible parameters for district and area education agency media services. Such guidelines are based on the philosophy expressed by the ALA-AECT publication, *Media Programs: District and School*, 1975, a quotation from which follows:

"Technological potential in a school district is best realized when the instructional applications of media and technology are placed under the administrative structure of the district media programs. Such a program assumes responsibility for deployment of the total resources of instructional technology in the manner that best serves the educational goals of the district. ". . . the regional media program exists to provide services which school districts cannot provide for themselves or to strengthen school district programs by supplementing existing services or offering superior alternatives. For some districts the

regional media center serves as a substitute for the district media program; for others it is supplemental; and a number of districts may have little or no need for regional services." (*Media Programs: District and School*, 1975.)

These descriptions of district and regional media programs express precisely the situation in Iowa: a) there are a number of school districts which do maintain formal district media programs; b) there are a larger number of school districts which do not maintain formal district media programs and which must rely on other means or agencies to provide district-level media capabilities; and c) nearly all districts have an expressed need for supplemental media services.

Accordingly, these guidelines take the point-of-view that:

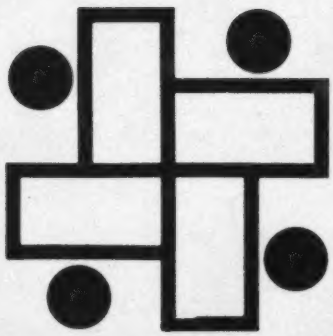
District Media Programs should provide leadership, program development, and basic media support services directly to the school media program, and

AEA Media Programs should provide a) district-level media capabilities to those districts which would not otherwise have them, b) leadership and encouragement that will help develop district media programs that can most effectively and efficiently be administered at that level, and c) specialized and supplemental media capabilities to all districts.

The *Plan for Progress, District and AEA* emphasizes the responsibility of the local district in providing school level staff, collections and media center facilities. It joins the AEAMC *Rules* in stressing that all services which can be provided practicably at the school media center should be provided there and that District and AEA services should "supplement, support and encourage the development of, but not supplant, these local centers and services." (*Rules for Area Education Agency Media Centers.*)

"District and AEA services should 'supplement, support and encourage the development of, but not supplant . . . local centers and services.'"

Glossary



As used in this publication, the following terms mean:

AEA - Area Education Agency, the legal term referring to a regional or multi-county educational service agency in Iowa. Area will be used as a synonym.

AEAMC - Area Education Agency Media Center, the legal term referring to regional or multi-county media services in Iowa. Area Media Center is used as a synonym.

Area - See definition of AEA.

Curriculum Library - A curriculum collection with space for curriculum development activities. A curriculum laboratory.

District - An Iowa Public School District made up of one or more schools.

General Collection - A broad collection of materials designed to serve the whole range of curriculum and other needs of the students in a specific school.

Media Center - A centralized collection of materials and a program of services with a staff of professional personnel working with teachers and administrators as appropriate for the level of service. Many other terms are used for such a center, such as library, library media center, instructional materials center, IMC, and learning resource center.

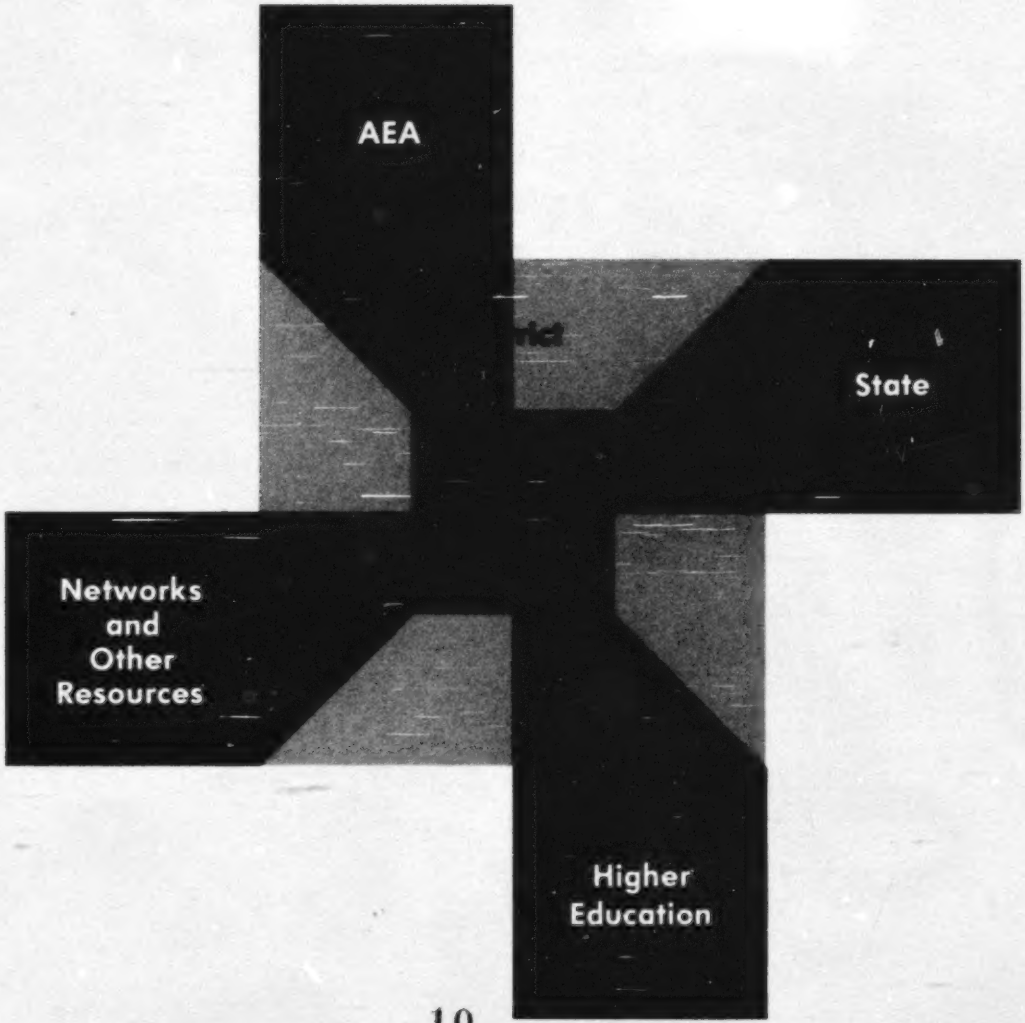
Media Professional - Any person holding appropriate degrees, certificates, and endorsements in one or more media subfields.

Network - A system which provides access to information and information sources not readily available to school, district and area programs.

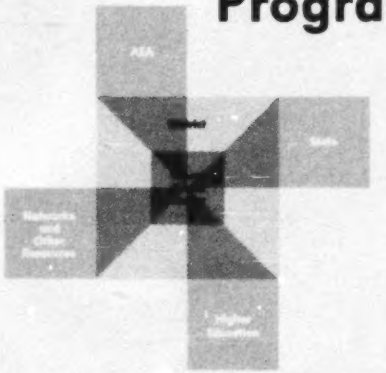
School - A separate organized unit of a district, usually, but not always, limited to less than the total school population, generally with a separate administrator, and in a separate building, set of buildings, or section of a building. Attendance center and building are used as synonyms.

Special Collection - A collection which because of format, content, or probable use is generally more feasible to retain at a district or area than at a local school. Examples would include new materials for which reviews are still unavailable; materials for limited-time, high-use situations; materials useful to a limited audience because of the amount of specialization, the age, or the technicality of the material.

Media Program Patterns and Relationships



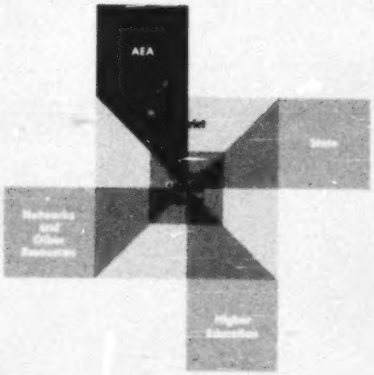
The District Media Program...



Develops and supports school media programs through services such as:

- Establishment and coordination of goals, objectives, and utilization strategies for building level media programs.
- Staff selection and supervision.
- Evolvement, supervision and coordination of building and district media budgets.
- Centralized acquisition, cataloging, and processing of instructional materials.
- Production services including development of instructional media to enhance learning experiences
- Planning for new and remodeled facilities
- Specialized collections, including media selection and evaluation centers
- Professional collections
- In-service programs
- Support and assistance in curriculum development
- Communication with school media personnel
- Consultative services
- Maintenance of equipment and materials
- Participation in telecommunication services, e.g., television, radio, computer
- Cooperative purchasing of supplies and equipment with other districts or agencies
- Centralized purchasing of supplies, equipment and furniture within the district
- Establishment of materials selection criteria, policies, procedures
- Integration of media into the instruction program
- Planning for evaluation of building level media programs
- Coordination of media services to local schools and the district with divisions of the AEA; with colleges and universities; with other library, information and communications networks; and with the state department of public instruction

The Area Education Agency Media Program...

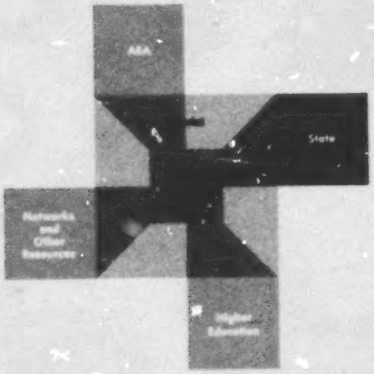


". . . the regional media program exists to provide services which school districts cannot provide for themselves or to strengthen school district programs by supplementing existing services or offering superior alternatives." *(Media Programs: District and School,* 1975.)

Supplements and supports district and school media programs through services such as:

- Specialized collections
- Professional and curriculum collections and related services
- Production services, including development of instructional media
- Central cataloging
- Specialized equipment
- Inservice programs
- Consultative services
- Curriculum development
- Planning for new and remodeled facilities
- Maintenance of equipment
- Cooperative purchasing
- Communication with media personnel
- Educational programming in cooperation with the state broadcasting network
- Participation in the provision of other appropriate telecommunication services
- Coordination of media services to local school districts; with other divisions of the AEA; with colleges and universities; with other library, information and communication networks; and with the state department of public instruction

The State Department of Public Instruction Media Program...

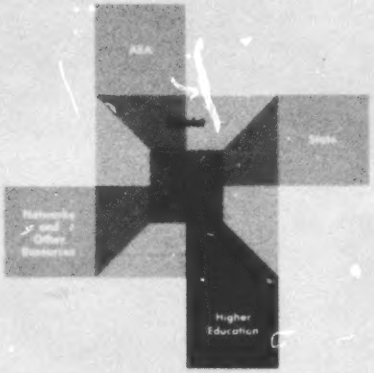


The Council of Chief State School Officers "identifies as primary responsibilities of the media program in the state department of education the interpretation and implementation of policies of the state board of education and state and federal laws and regulations relating to media in the educational program . . ." (*Media Programs, District and School*, 1975.)

Promotes exemplary professional media practices at all levels--higher education, area, district and attendance center--through services such as:

- Exertion of leadership in the planning, establishment and maintenance of quality media programs
- Provisions of guidelines, criteria, bibliographies, standards and rules
- Provision of consultative services
- Inservice programs
- Cooperation with the state broadcasting network
- Facility planning
- Evaluation of media programs
- Collection, analysis and dissemination of data concerned with media programs
- Coordination of media services to local schools and districts; with divisions of the AEA; with colleges and universities; and with other library, information and communication networks and associations
- Approval of AEAMC programs and budgets
- Administration of federal programs related to media
- Assistance in planning and evaluation of academic media education
- Maintenance, support and continued development of an information network providing access to appropriate data banks for educators throughout the state

Higher Education. . .



Communication is a key element in building a viable relationship between professor and media specialist. No gulf exists between theory and practice if cooperative interchange is allowed to improve the effectiveness of both.

Networks and Other Resources. . .

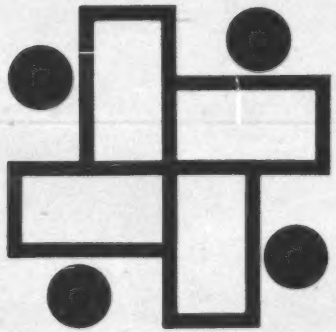
Supports the school, district and AEA media programs through services such as:

- Provision of initial training for media specialists
- Development of inservice workshops concerning topics of expressed need
- Direction of post-graduate seminars
- Provision of continuing education courses for credit
- Provision of consultative services in the design of media facilities and programs
- Collection of demonstration materials and equipment
- Provision for contracted services in development and production of instructional materials
- Direction and reporting of research aimed at improvement of media and related services
- Evaluation of programs in relation to state and national goals and objectives

Provide an ever changing but vital support to all levels of media service

Personnel

An adequate, qualified staff is necessary if district and area media programs are to provide a useful support system to building level media programs. The staff should include both professional and support personnel. Job descriptions should be provided for each position.



Professional Personnel

DISTRICT

Professional media staff members plan and implement a visible program of service to support attendance center media programs, as well as to provide media services that support district level administrative, curricula and related in-service media activities.

Each district should designate a district director.

The district director should be a media professional who has direct responsibility for supervision of the district media program. In a small district this person may have other media responsibilities.

The director's qualifications should include:

- Certification as a teacher with preparation and experience in the area of library science and educational technology.
- Master's degree and other qualifications as set by school district or state department of public instruction, whichever is higher.
- Minimum of three years successful building level service.

Additional professional district media personnel should also hold appropriate degrees, certificates and endorsements in one or more media subfields and should complement other staff members.

AREA

Professional area media staff members plan and implement a visible program of service to support district and attendance center media programs as well as to provide media services that support area level activities.

The director of the AEAMC should be a full-time media professional who has direct responsibility for supervision of the AEA Media Center.

The *Rules for Area Education Agency Media Centers* require that:

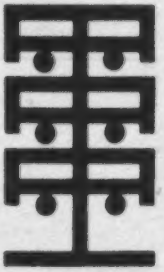
"Each AEAMC staff shall include a minimum of two full time media specialists, one of whom shall serve as director. Their specializations shall be complementary. . .

"Each AEAMC serving more than 30,000 pupils shall include at least one additional media specialist or qualified media professional for each additional 30,000 pupils or major fraction thereof. . .

"In addition, each AEA shall provide the professional staff needed for services. . . included in its . . . program."

"Minimum employment qualifications for mandated professional staff, whether employed directly or included in a contractual agreement, shall be:

- "The director shall have a master's degree with endorsement as director of library services or educational media specialist; permanent professional teacher's certificate in Iowa; minimum of three years experience in school media services.
- "A media specialist shall have a master's degree with endorsement as educational media specialist or director of library services; permanent professional teacher's certificate in Iowa; minimum of two years experience in school media services.
- "A qualified media professional shall have a master's degree with endorsement as educational media specialist or director of library services; professional teacher's certificate in Iowa."



Support Personnel

DISTRICT

The number of support staff is determined by the size of the district and the goals and objectives as set by the media director and the district.

Support staff may include such persons as:

Media Technician	competencies in one or more fields such as graphics, photography, equipment, television, technical processing
Media Aide	clerical and secretarial competencies to assist in such tasks as production, processing, circulation, maintenance, inventory

AREA

The number and kind of support staff members shall be determined by the extent of the state department approved programs and services provided by the AEAMC.

Support staff may include such persons as:

Media Technician	competencies in one or more fields such as graphics, photography, equipment, television, technical processing
Media Aide	clerical and secretarial competencies to assist in such tasks as production, processing circulation, maintenance, inventory
Delivery Personnel	

Recommended Minimum Staffing Patterns for District Media Services

PROFESSIONAL PERSONNEL	Phase I		Phase II		Phase III	
	Director	Other Professional Personnel	Director	Other Professional Personnel	Director	Other Professional Personnel
1 - 2,499 pupils	part time		part time		1	
2,500 - 4,999 pupils	part time		1		1	1
5,000 - 9,999 pupils	1		1	1	1	2
10,000 - 19,999 pupils	1	1	1	2	1	2
20,000 pupils and above	1	2	1	3	1	3
SUPPORT PERSONNEL	Based on services offered					

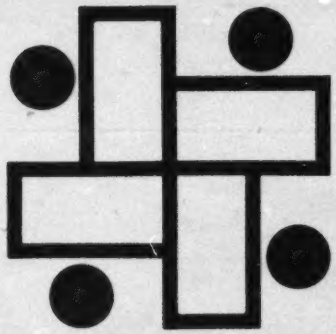
Recommended Minimum Staffing Patterns for AEA Media Services

PROFESSIONAL PERSONNEL	Phase I		Phase II	Phase III
	Director	Other Professional Personnel		
1-44,999 pupils	1	1	Phase I, plus additional professional personnel based on services offered.	
45,000 - 74,999 pupils	1	2		
75,000 - 104,999 pupils	1	3		
105,000 - 134,999 pupils	1	4		
135,000 pupils and above	1	5		
SUPPORT PERSONNEL	Based on services offered			

Media Program Operation

District or Area media services are implemented after thorough assessment of building programs and consequent identification of services which can be efficiently and economically supplied by district or area media agencies.

Users service to students, media specialists and other educators, as the raison d'etre of any media program, is the prime concern of this publication but is more specifically considered in this and the following chapter.



	Design
DISTRICT	Formulate district program purposes, policies, and procedures Identify district program priorities Develop budget for the district media programs Develop educational specifications for new media facilities Assist in the design of school media programs Evaluate the effectiveness of the district media program
AREA	

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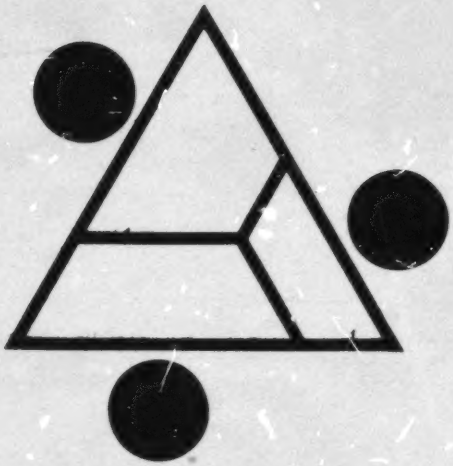
Functional Responsibilities of the District and Area Media Agencies

Consultation	Information	Administration
Participate in district curriculum development and implementation	Provide information services in support of school media programs	Supervise district media personnel
Serve as instructional resources consultant and materials specialist	Collect, organize, and supply information on community resources	Monitor the district media budget
Provide inservice education in presentational forms, resource availability, communication skills, and learning competencies	Provide access to information available from networks and other sources	Develop district media collections
		Contract for specialized media services not available in the district
		Develop district access and delivery systems
		Establish and maintain district production services
		Provide for district maintenance of materials, equipment and facilities
		Implement a public information program

(Adapted from *Media Programs: District and School*, 1975)

Functions at the area level parallel those at the district level, the important difference being that the area should not duplicate, but rather should supplement, and expand the activities of the district program. The AEAMC should develop programs that encourage the expansion of quality local media programs and may need to phase out certain services as they become more practical and prevalent at the district or building level.

Budget



DISTRICT

In planning the financial aspect of the media program, the budget is developed cooperatively and is based on program goals and objectives. The plans must consider the financial resources necessary to:

- Maintain the program at its present level
- Improve the present program
- Expand or change the program to achieve new goals

The total media program budget identifies proposed expenditures for both building and district programs, with fiscal responsibility assigned at the appropriate operating level.

The district media director is responsible, within established administrative channels, for preparing, supervising, and evaluating the budget for the district media program.

The head of the building media program works with the principal in preparing budget recommendations to submit to the district media director.

Where media funds are allocated to individual buildings, the head of the building media program, the principal and the district media director work together in preparing the building media budget.

The budget should provide for:

- Personnel
- Maintenance of materials (software) collections
- Supplies
- Purchased (contracted) services
- Capital needs such as expansion of materials collections and replacement or addition of furniture and equipment
- Inservice

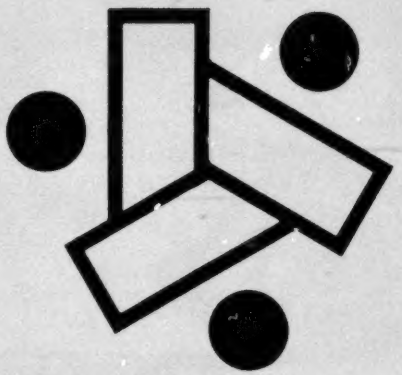
AREA

The area media center director, in consultation with AEA media personnel and with the AEAMC advisory committee, shall prepare the budget to support all aspects of the AEAMC program. The AEAMC director supervises the budget.

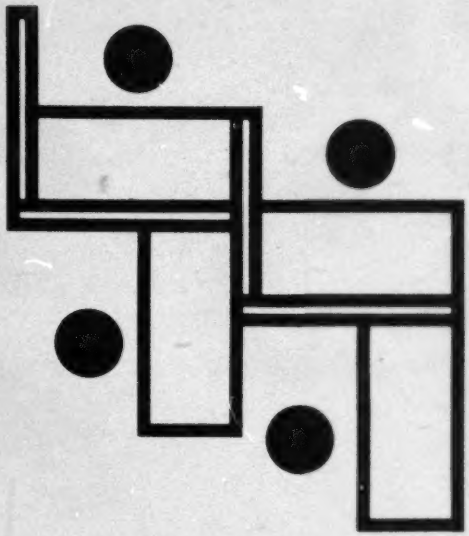
The budget identifies annual proposed expenditures for:

- Personnel
- Maintenance of materials (software) collections
- Equipment
- Supplies
- Purchased (contracted) services
- Capital expenditures

The budget and program are approved by the AEA board and administration and the state department of public instruction.



Production



The following media production services shall be available to all local schools. When practical these services should be provided at the building level. When such services are not practical at the building level, the district should provide them. If the district cannot efficiently provide these services the AEA shall provide them either directly or by contract. (AEAMC *Rules*)

Certain of these services require considerable capital expenditure for specialized equipment and might be provided more economically through the AEA without duplication by districts. In some instances schools and districts should accept new responsibilities when feasible, freeing the AEAMC to provide innovative services.

Audio

- Duplication of cassette and open reel audio tapes
- Production of audio masters

Graphics

- Dry mounting of pictures, posters and other materials
- Lamination of pictures, photographs and other materials
- Development or preparation of transparencies
- Production of signs, posters, bulletin boards, charts and graphs and other related materials
- Graphic assistance in preparation of instructional materials
- Lettering for preparation of masters for printing by mechanical means such as composing equipment

Photography

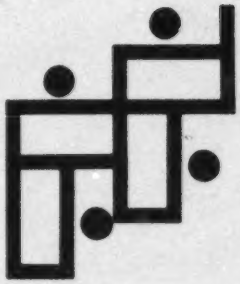
- Service for reduction of materials into microform
- Production of 8mm and 16mm motion pictures
- Production of black and white prints and photographic enlargements
- Production, processing and duplication of slides
- Production of filmstrips

Printing

- Duplication of copy-ready or center-prepared materials by offset or other printing methods
- Related services, including collation and binding

Video (Television)

- Duplication of cassette and reel-to-reel video tapes and other viable formats
- Production of television programs



Acquisition, Access and Delivery

Effective acquisition, access, and delivery systems are necessary for a successful media program. Although each district/area uses systems that fit its unique need, and although districts may choose not to participate in some area services, these basic principles should be followed:

DISTRICT

- Centralized acquisition of instructional materials, supplies and equipment should be provided in every district.
- A recognized, accepted cataloging and processing system or combination of systems shall be selected and implemented to provide an appropriate catalog in each school media center and in district collections if provided.
- At least twice weekly delivery should be provided if specialized collections are maintained at the district level. At lease weekly delivery should be provided if building materials are processed at the district level.
- Circulation of media hardware for specialized use in schools or for temporary replacement of equipment being repaired should be provided.

AREA

- Cooperative purchasing of instructional materials, supplies and equipment may be provided to schools.
- A cataloging and processing system or combination of systems based on state department of public instruction guidelines shall be followed in providing appropriate catalogs of the AEA collections to local schools.*
- At least twice weekly delivery and pick up of AEAMC materials shall be provided for each school.*
- Circulation of media hardware for specialized use in schools or for temporary replacement of equipment being repaired may be provided.
- Pick up, repair and return to the schools of malfunctioning equipment shall be provided.*

(*Adapted from AEAMC *Rules*)

Other Programs

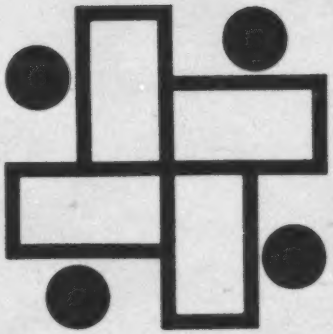
The district media staff facilitates the development of exemplary building-level media programs by:

- Planning new and remodeled facilities in consultation with appropriate building and district personnel.

The AEAMC staff offers assistance to district and local school media programs by:

- Introducing new equipment, systems and software, encouraging teachers and media specialists to experiment with various media and learning strategies.
- Promoting and coordinating the utilization of specific production services such as broadcast and cable television programs, video tape services, television production, and graphic and photography production.
- Providing technical assistance in the maintenance of district and building-level equipment.
- Providing media consultant services to aid in planning and developing special programs in the local schools.
- Providing inservice training for teachers and students in the operation of equipment and for the production of special programs.
- Designing and implementing workshops and conferences to answer needs expressed by schools.
- Designing space to host conferences and to display materials.
- Aiding schools with the planning and development of existing or new media centers.

Media Collections



Purpose

The most effective and efficient access to materials is in the media center of an individual school. The district or area media centers should provide materials not practical for each attendance center, including those that are:

- Limited time, high use items
- Too expensive to provide in sufficient quantity at the building level
- Museum or collector's items with curriculum value
- Examination items under purchase consideration at the area, district or attendance center level

Scope

The district or area center provides:

- Trade materials in print, visual, auditory and tactile formats to supplement the collections in the individual schools
- Current professional materials, both print and nonprint, for basic reference and research
- Examination collections of new materials in all formats
- Appropriate equipment for the utilization of non-print materials in the district or the area media center

Selection

Selection of materials is guided by a selection policy formulated by the media staff, administration, consultants, teachers, students and community representatives and adopted by the appropriate governing body.

Authorative, evaluative tools are utilized in the selection of materials and equipment, with preview before purchase whenever appropriate.

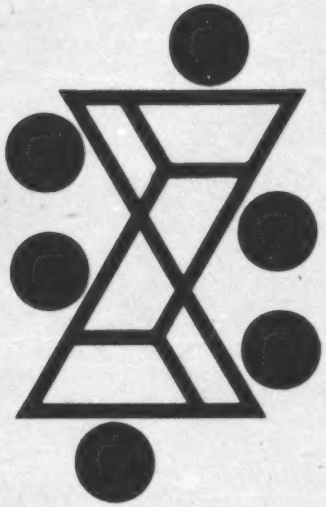
Utilization

Accessibility to the users should be a prime determinant in the organization and administration of any collection. Therefore, complete catalogs of both district and area center materials are necessary in each school media center.

Promotion of effective use of district and area collections through inservice workshops and personal contact by appropriate media specialists is essential.

Extensions of the Collection

Relevant diversified collections to meet teacher-student needs are essential. Local, district and area collections should be supplemented by materials from other agencies such as libraries (public, university, special), information networks, and industries.



District and area media specialists may wish to exert leadership in the joint building of strong collections in specific subject areas or types of materials that can be shared with other schools in a district or area.

Evaluation

Collections should be under constant reassessment to insure that they continue to be responsive to new curriculum trends and general user needs.

A systematic process for withdrawal of out-of-date, inappropriate, or worn-out materials and equipment is vital.

Specialized Collection

Districts and areas, following the general statements on collections in this chapter, should limit holdings to specialized collections as follows:

Provides curriculum library which houses and may circulate innovative and exemplary materials. Provides a listing with monthly supplement.

Limits film collection, if any, to titles in heavy demand.

Provides and circulates 16mm films. Provides catalog to each building.

Circulates (to schools for use in both group and individual instruction) specialized small nonprint media software not practical at the building level. Provides catalogs to each building to assist in the selection.

Orders and circulates preview materials for evaluation and possible acquisition.

May provide professional library and circulate materials to district teachers and administrators.

Encourages the use of interlibrary loan and other networks to supplement student and professional collections.

Provides professional library and circulates materials to teachers and administrators.

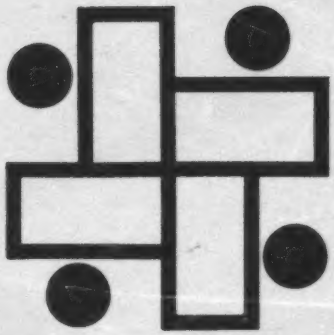
Contracts or otherwise arranges for interlibrary loan and other network services to supplement professional collections.

Provides and circulates specialized print materials not practical at the building level. Provides catalogs to each building to assist in the selection.

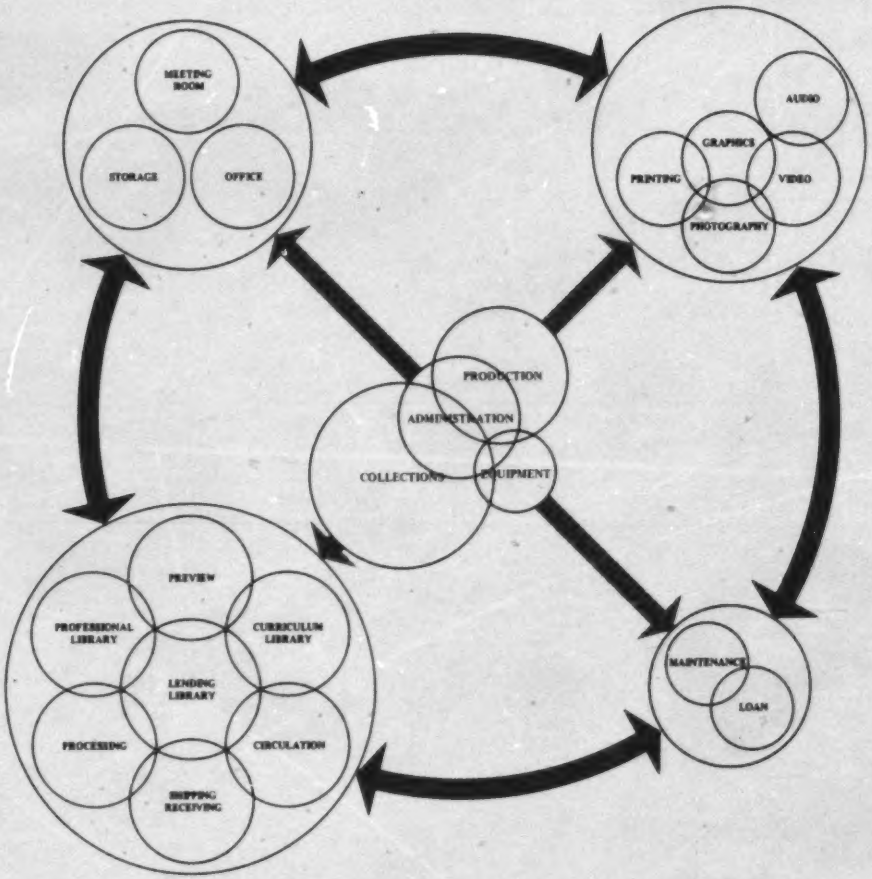
Facilities

Generalizing about the spatial needs of a media center, district or AEA, is difficult because each center supports the unique program it was created to serve. This chapter should serve only as a base line in the development or creation of a specific center. During the initial planning stage of any center, such factors as adequacy, suitability, accessibility, flexibility, efficiency, economy, expansibility and appearance should be given prime consideration.

The functions of the district or area media center should be considered and spatial allocations made, upon the determination of these functions. In order to plan adequately, educational requirements or specifications must be developed. *Rules for Area Education Agency Media Centers* require provision of a materials lending library, professional library, curriculum library, and production facilities, and a large group meeting room that should be adjacent to or a part of the AEAMC. Districts may need space to accommodate some or all of these functions.



Spatial Relationships - Media

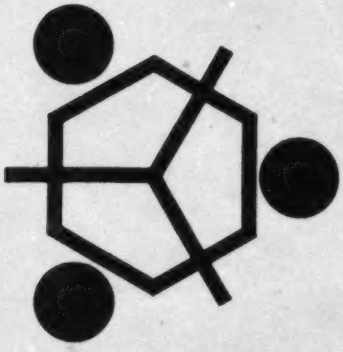


The spatial relationships of the area or district media center would contain the above approximate space relationships. The purpose of the interlocking circles is to show the dependency or inter-dependency of one area to another. However, discrete spatial divisions should not be inferred from the chart.

Space Recommendations -

The space recommendations given here should be used as suggestions only. Practice has not yet determined the most appropriate space allotments. Variations in program also dictate great differences in optimum size.

Administration	Office
	Meeting Room
	Storage
Collections	Materials Lending Library
	Professional Library
	Curriculum Library
	Circulation, Distribution
	Preview
	Processing
Equipment Services	Maintenance
	Loan
Production	Printing
	Graphics
	Audio
	Video
	Photography



Square Footage

District Media Centers	Area Media Centers	Remarks
120-200 sq. ft. per station	120-200 sq. ft. per station	Suggested for each office needed
1000-1500 sq. ft. 120-200 sq ft. per unit	1000-1500 sq. ft.	Not required but must be accessible
120-200 sq. ft. per unit	120-200 sq. ft. per unit	Suggested for each storage room needed
1 sq. ft. per each 10 students served	1 sq. ft. per each 10 students served	Space necessary to house all materials to be distributed to schools for student and teacher use
200-600 sq. ft.	400-600 sq. ft.	Accommodates reading, study, research by faculty; accessible before, during and after regular school hours; houses equipment, materials of all types
5% of teachers at 40 sq. ft.	5% of teachers at 40 sq. ft.	Houses materials and provides space for curriculum planning, accessible before, during and after regular school hours
2% of teachers served at 30 sq. ft.	2% of teachers served at 30 sq. ft.	Provides for shipping materials to schools and for receiving, storage, necessary offices
120-200 sq. ft. per room	120-200 sq. ft. per room	Houses equipment necessary and provides space for individual or group preview work
250-400 sq. ft.	250-400 sq. ft.	Areas for processing, receiving, and distributing; provides for efficient work flow
400-600 sq. ft.	400-600 sq. ft.	Areas for repair and inspection
300-600 sq. ft.	300-600 sq. ft.	Storage for equipment and parts for repair
300-600 sq. ft.	300-600 sq. ft.	Work area(s) for professional staff Copying, mimeo, offset, storage
100-600 sq. ft.	100-600 sq. ft.	Art work, diazo, drymount, laminating, lettering
1000-1500 sq. ft.	1000-1500 sq. ft.	Recording studio, control booth, sound control
1200-1600 sq. ft.	1200-1600 sq. ft.	Studio, control room, storage and work area
200-600 sq. ft.	200-600 sq. ft.	Darkroom, drying room

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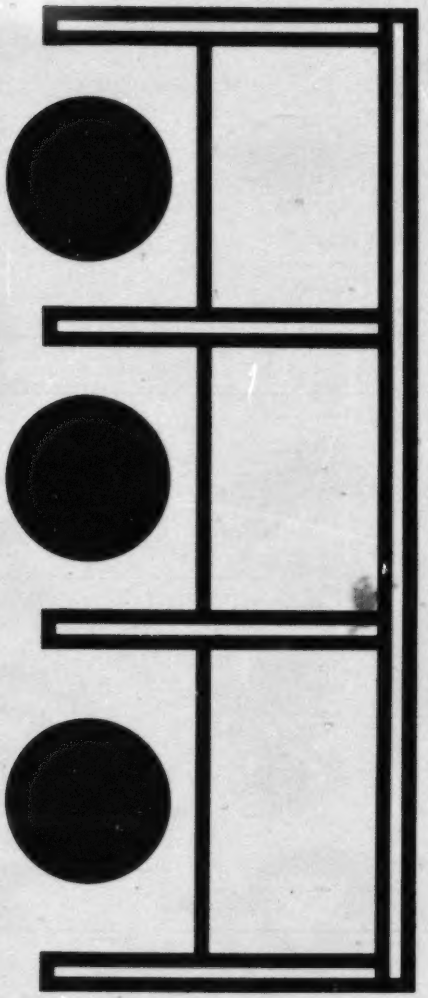

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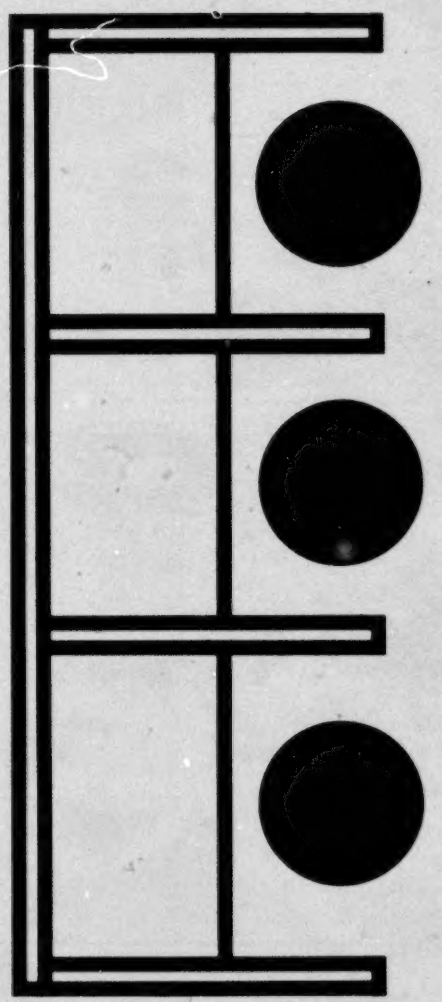

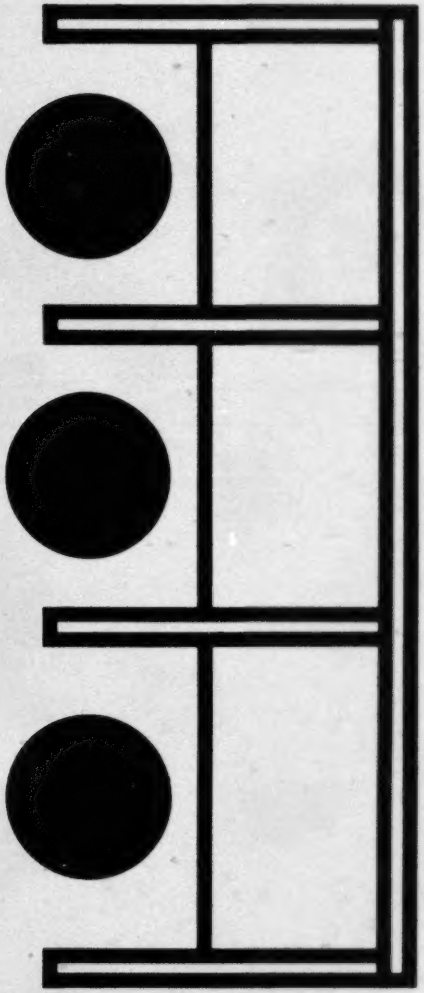

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KEY:

G - general, applies to all media centers

A - area media agencies & programs

D - district media agencies & programs

S - State department of public instruction, educational media division

HE - Higher Education Media Departments

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Telecommunications		8,17, 21,23	9,17, 21,23		
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educational		8	9	10	
production		21,23	21,23		
staff		14-15	14-15		
Textbooks		8,27	9,27		
Transparencies, production		21,23	21,23		
Users					
activities in media program		25	25		
assessment of needs and interests		26	26		
assisting		17,25, 25,27	17,23, 25,27		
consultative services for		8,17, 23,25	9,17, 23,25	10	11
informing about media program		25	25		
proportion of staff to		15	15		
services		16-27	16-27		
Video		8,16-17,21, 23	9,16-17,21, 23	10	
see also Telecommunications, Television					
Video tapes, production		21,23	21,23		
Work space, facilities for		28-31	28-31		

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